Leadership Funds and Activities

Idaho Vision for Quality ABE Professional Development

Quality professional development has the power to increase educator's knowledge of academic content and teaching skills, while changing what educators believe about student learning and how they interact with students. Powerful professional development can transform ABE classrooms into places in which all adults are deeply engaged in learning and making meaning from their learning that affects their lives.

This includes the following:
- Professional development experiences that are varied and include the practice of new knowledge and skills with feedback and reflection.
- Professional development that is regularly evaluated to ensure it is improving student learning.
- Professional development that is planned, implemented, and evaluated in accordance with high quality teaching standards.
- Professional development that is evaluated to ensure experiences are high quality, learning is research based and meets planned goals.

The focus of professional development activity is that of improving instruction so that it translates into students learning, achieving higher outcomes and successfully completing academic goals.

Idaho Vision for Quality ABE Leadership Activities

Quality ABE leadership activities are intended to provide the necessary knowledge and skills to carry out programs and/or project activities that enhance the quality of adult education and literacy programs in the State of Idaho. State Leadership includes professional development training and activities for teachers, but it also encompasses a broader vision of overall program quality and delivery of services.

The following are considered allowable activities for funding under (AEFLA) section 223. STATE LEADERSHIP ACTIVITIES:

•**Improve the Quality of Instruction:** Professional development to improve the quality of instruction pursuant to local activities required under section 231(b). Section 231(b) addresses the local activity categories to be, 1) Adult Education and literacy services, including workplace literacy services; 2) English literacy programs; and 3) Family literacy programs. **Examples:** 1) training teachers in content areas of math, English, reading, writing, and ESL. 2) Training in assessment and instructional placement. The emphasis of this provision is Instruction.

• **Technical Assistance:** The provision of technical assistance to eligible providers of adult education and literacy activities. **Examples:** 1) Program manager is coming to Boise to receive technical assistance from PTE/ABE in program improvement activities and understanding. 2) ABE Director traveling to a program who has requested technical assistance from the State.

• **Technology Assistance:** The provision of technology assistance, including staff training for eligible providers of adult education and literacy activities to improve the quality of such activities. **Examples:** 1) Teacher training in how to integrate basic computer or other technology skills into reading, writing, math or ESL instruction. 2) Staff training in a vendor product, such as Skills Tutor. 3) Training teachers to use technology, which may include distance learning.

• **Support State and Regional Literacy Networks:** Idaho does not plan to use leadership funds to support state or regional literacy networks at this time.

• **State Monitoring and Evaluation:** It is allowable for the State to use Leadership funds to monitor and evaluate quality and improvement in adult education and literacy activities. **Examples:** 1) ABE State Director conducting program reviews and evaluation. 2) Local programs monitoring and evaluating local programs to ensure program quality.

• **Program Incentives:** Leadership funding can be used to provide program incentives for: (A) Program coordination and integration and (B) Performance Awards. **Example:** Idaho has used leadership funds to provide funding incentives to programs that improve their attrition rates, achieve higher performance that the state targets, improve post-test gains, etc.

• **Developing and disseminating curricula, including reading curricula:**
Examples: 1) Providing funds to support a project that produces a crosswalk between the CASAS assessment and the TABE or GAIN. 2) Funds to support a program that is creating a higher level math curriculum to meet the criteria of the new GED and college entrance requirements. The intent of this provision is not only that of developing a product for one local program, but those successful projects are shared and disseminated across the state.

• **Other Statewide Activities:** The State can fund other activities of statewide significance that promote the purpose of this title. **Example:** The State might provide funding for special projects that promote the initiatives the state designates as priorities; such as, offering a high intensity summer institute for ESL students interested in post-secondary enrollment in the fall.

• **Coordination with Existing Support Service:** Idaho chooses not to use leadership funding to support existing services; such as child care and transportation.

• **Integration of literacy instruction and occupational skill training, and promoting linages with employers. Example:** Both this provision and the following provision address our PTE BRIDGE projects, allowable funding for this type of activity under leadership.

• **Linkages with postsecondary educational institutions.**

Leadership Funding
Adult Education and Family Literacy Act (AEFLA)

The learning organization is one that fosters "systemic organizational learning." This model provides learning at all levels - individual, team and organizational; that the culture is one of feed-back and disclosure where there is freedom to make mistakes; that learning is highly social and interdependent, and that the organizational infrastructure is designed to foster not only formal, but also informal and incidental learning. ("Confronting New Understandings About Professional Learning and change" by Baskett and Marsic, *New Directions for Adult and Continuing Education, 1992*)

There is no exact blueprint for transforming a traditional organization into a "learning organization"; however, while there is no exact blueprint, there are six "action imperatives" listed by Watkins and Marsick (1993) in their published article, *Sculpting the Learning Organization,* that lead to transformation. These are:
- Create continuous learning opportunities
- Promote inquiry and dialogue
- Encourage collaboration and team learning
- Establish systems to capture and share learning
- Empower people toward a collective version
- Connect the organization to its environment

Incentive Awards

If Incentive Funding is available it will be provided to qualifying programs in addition to the performance funding built in to the funding formula. Incentive Awards are based on additional program performance indicators which are chosen each year to reflect state priorities, but that are not included in the funding formula. Programs who meet these indicators receive additional funding that can be used to enhance and improve services as determined by the program (within allowable use requirements). In other words, Incentive Awards are bonus dollars allowing programs to have the flexibility to use in whatever ways might most benefit their program, as long as those activities meet the criteria for allowable costs within AEFLA. Programs who are eligible for incentive awards will receive notice from the Division regarding the amount they may request to spend in incentive funding. The program will be required to submit a separate project budget to show how they plan to spend their incentive funds. The State will not direct the use of these funds unless the activities requested are not allowable under AEFLA.

We want to reward the good work which contributes to our state achieving or exceeding its goals, as well as helping students succeed in meeting their educational goals and transitioning into work and further education and training. If incentive funding is available, it will be awarded to programs that meet or exceed any of the following criteria (based on annual report data). The total

incentive amount will depend on how many criteria a program meets and how much funding is available for incentive awards.

Post-Test Rate: The program was able to post-test 55% or more students.

Attrition Rate:
- 50% or less attrition rate within the year for lower amount of incentive
- 30% or less attrition rate within the year for higher amount of incentive

Performance Targets: Programs who set their performance targets higher than the state target and met the higher targets are eligible for incentives. This incentive will be based on performance reported in the last annual report prior to funding.
- Set and met at least two higher targets
- Set and met three higher targets
- Set and met four or more higher targets
- Met or exceeded ITRP Project goals